

wonder why I am introducing a bill so late in this congressional session. In fact, I could have waited to introduce this bill at the start of the next session, but I see this as a critical problem that needs to be addressed starting now. The Glenn Commission only released its report a few weeks ago, and I believe it is important to get to work as quickly as possible to address the recommendations of this commission.

We should not wait until next year to address an issue that will have such a huge impact on the future of our children and our country. If we are going to make a difference in the education and the lives of our citizens, it is imperative that we start making changes right away.

The gentlewoman from Maryland (Mrs. MORELLA) and I are trying to do this, and I urge my colleagues to support this important legislation.

#### EDUCATION

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON) is recognized for 5 minutes.

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, as I stand here and think about how the economy is booming, we talk about how many jobs that have been created; yet we have record unemployment, and we are passing bills to bring people over under the H-1B visas to take the better jobs. Now, I do not have a problem with that, Mr. Speaker; but we have got to educate the people here so that we do not continue to do this forever.

It has been said that a school is four walls and a roof with a future inside. If that is true, then we need to start to look at the investments that we make in education. I have heard far too much about the trillion dollar tax break and far too little on the investment in our future, which is with our young people. It is very simple. It is so easy. And this administration has taken a lead in standing firm and holding the line, hopefully until we can get some of these issues addressed.

All of us know we need additional teachers and after-school programs. We all know that we need to do something about our buildings. In my State of Texas there are buildings that have more portables than the main building, and some of the portables are a block from the first restroom that kids can go to. I do not believe that we think that all of this ought to be left to the local districts because they simply cannot afford it when the districts are poor.

Mr. Speaker, this is a wealthy Nation. This is a Nation that can do about whatever it wants to, and I do not believe that we are thinking soundly when we are willing to leave here without addressing the real needs of our future, which is our students. We have to get rid of these leaky inadequate buildings that have no heat, no running water, and are not even in a condition

to be wired properly for today's education. Yet we continue to talk about how much we can give for a tax break.

I do not know why it is so difficult to understand that kids simply cannot grasp what they are being taught if they are in a class with too many other children and only one teacher. In my State of Texas, the ratio is one teacher for 22 children. That is really above the national average, but every one of those asks for a waiver each year so that they can have even more students in a class. Just imagine young children coming to school for the first time and finding themselves in a class of 25, 30, and 40 children with one teacher. We wonder why they do not do well on tests and wonder why they drop out or start being absent from school. No child wants to feel that they are being left out, and yet that is what we are getting when we have our classes that are too large because we do not have enough teachers.

One of the reasons we do not have enough teachers is because we do not pay them adequately. If we graduate young teachers now from college that are well prepared for today's classrooms, they can get a job making twice as much almost anywhere else. We have got to address the issue of educating our young people, and we have to acknowledge that we have a long ways to go in many of these communities.

The answer is not vouchers for a private school. I do not have a thing against private schools. I think whoever wants to send their children to private schools should be able to do that. But I do not think it should be with taxpayers' money while we are neglecting the public schools, which is where 90 percent of the children have to go. Imagine kids still going to school in areas that are not safe, where half the teachers are eligible for retirement, but they simply cannot retire because they do not have anyone to replace them. They go into schools that are not equipped with our technology and computer hardware that we all say we have to have.

In spite of all this, Mr. Speaker, the Republican leadership stands in the way of bringing a bill to the floor to just spend a portion of what we call the surplus to address these basic needs. I am hoping that we can remember our ABC's. A, for additional teachers and additional after-school programs. Without additional teachers, my own State will lose something like \$146.8 million to reduce overcrowded classroom sizes.

And B is for building improvements. Current estimates indicate that my State faces \$13.7 billion in costs for school modernization; 76 percent of the schools in Texas report a need to upgrade or repair buildings.

And C, of course, Mr. Speaker, is reducing classroom size. Hopefully, that is simple enough that all of us can remember that and not go home this session without addressing this.

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from the District of Columbia (Ms. NORTON) is recognized for 5 minutes.

(Ms. NORTON address the House. Her remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from New York (Mr. ENGEL) is recognized for 5 minutes.

(Mr. ENGEL addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

#### CONGRATULATIONS TO CHRISTINE MARTIN, NEW J-SCHOOL DEAN

The SPEAKER pro tempore (Mr. SHIMKUS). Under a previous order of the House, the gentleman from West Virginia (Mr. MOLLOHAN) is recognized for 5 minutes.

Mr. MOLLOHAN. Mr. Speaker, I would like to offer my congratulations to Christine Martin, who was recently named dean of the Perley Isaac Reed School of Journalism at West Virginia University.

Dean Martin lead the school of journalism in an interim capacity for 1 year before receiving a permanent appointment. In that short term, she has greatly contributed to a first-class faculty with the addition of award-winning journalists George Esper and Terry Wimmer.

Mr. Speaker, in tribute to this talented, well-respected educator and journalist, and in recognition of her many achievements, I provide for the RECORD a recent newspaper article written on the occasion of her appointment as dean and extend my congratulations.

#### MARTIN SELECTED AS NEW J-SCHOOL DEAN

(By Chandra Broadwater)

Christine Martin, a West Virginia University journalism professor and interim dean of the Perley Isaac Reed School of Journalism, was selected as the permanent dean of the school last week.

The selection of Martin formally concluded a nationwide search for the position.

Martin was named to the post of dean after the search was narrowed down to three total finalists.

"I think that the school of journalism will be very well served with Chris as dean," Dean Bill Deaton of the College of Human Resources and Education and chair of the Journalism Dean Search Committee said. "She's demonstrated through her progress as interim dean her ability to effectively work with different media in the school."

Martin will be the first woman to lead the school and the sixth dean in its history.

"I've worked with Chris since I came to WVU in 1996 and I had also known her from a Pennsylvania paper that we both worked at," journalism professor and search committee member Leslie Rubinkowski said. "I know her as being an excellent journalist and good editor. She brings a lot of these qualities to her job."

Rubinkowski also acknowledges that Martin did a great job in getting projects within the journalism school started.

"Chris has spearheaded many projects in the last year," she said. "Under her guidance, we are redesigning the journalism curriculum. The way that scholarships are awarded has been changed and Journalism Week, which faded away in the last five years, was revived."

In addition to noting Martin's work in creating the Vietnam war correspondent women's panel, Rubinkowski ultimately felt that Martin was chosen as dean of the journalism school because of the respectable and likeable persona that she reflects.

"People like and respect her because she's a good journalist and leader."

After coming to WVU in 1990 as an associate professor, Martin directed the school's writing program, chaired the news editorial sequence and coordinated its honors program.

Before coming to WVU, she taught writing, literature and journalism at Washington and Jefferson College in Washington, Pa. Martin also worked as a reporter, education writer and news editor for the Pittsburgh Tribune Review and the Uniontown Herald-Standard.

Martin is also a 1999 Freedom Forum Teacher of the Year, a 1998 Carnegie Foundation Professor of the Year (the only one in West Virginia), a 1997-98 WVU Foundation Outstanding Teacher and the 1996-97 Journalism Teacher of the Year.

Martin also began a program that brings together WVU and state newsrooms called, "Bridging the Gap: A Personnel and Resource Exchange." In addition to her work with WVU, she conducts writing workshops for newspapers across the state.

Martin also co-directs the reporting and writing fellowship program for college graduates at the Poynter Institute in St. Petersburg, Fla. every summer.

Martin earned her undergraduate degree in English from California University (Pa.). She also holds a master's degree from the University of Maryland, where she is currently completing a Ph.D. in American studies.

Martin currently is in Vietnam, pursuing her interests in female war correspondents who covered the Vietnam War. She was unavailable for comment.

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### EDUCATION

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from California (Ms. WOOLSEY) is recognized for 5 minutes.

Ms. WOOLSEY. Mr. Speaker, when I first came to Washington, I was determined to make education our Nation's number one priority. That commitment has not changed.

What has changed is my understanding of what it takes so that our children are ready to learn when they enter the classroom. We can have the best schools and the best teachers in the world; but if our children do not enter the classroom ready to succeed, those schools and those teachers and those students will fail.

Let us face it, if today's children are lucky enough to have two parents living with them, chances are both parents work outside the home, they work long hours, they commute long distances, and it is our children who are being left behind.

It is certainly not their parents' fault. They are working and commuting long hours to support their

families. But it is our children who are paying the price because their parents need to earn a living. That is not right. Parents should not have to choose between financial stability and their children's emotional stability. We need to help parents bridge the gap between work and family so their children are ready to learn when they enter the classroom.

Mr. Speaker, we know that learning does not start on the first day of kindergarten. Children are growing and changing from the very day they are born. Study after study has shown that the first 3 years are critical to a child's development. Provisions need to be made for families so that they can be together at these critical times so parents can be with new babies and newly adopted children.

Paid family leave is a key tool we can use to make sure that children get off to a positive start and that their parents can be with them at these critical times. And by providing parents with voluntary universal prekindergarten programs, we will give them the chance to get their children on the right track. Programs like Head Start and Early Head Start show us that pre-K programs work. All parents should have the option of enrolling their children in a structured, quality, voluntary pre-K program.

With parents working hard, children are spending more and more time in child care. Ensuring that quality child care is available to all children will go a long way to making sure that our children are ready to learn when they go to school.

We need more good child care, including care for children under the age of 3 and for night and weekend workers. But it is not just young children who are coming to school unprepared. Older children face challenges also.

Title XI of the Elementary and Secondary Education Act, which I wrote and saw signed into law in my first term, needs to be expanded. It needs to be expanded to allow schools to use more Federal funds for in-school support services for students and for their families.

Services such as after-school programs, mentoring programs, tutoring and counseling help young people address their angers and their frustrations and their fears before they have tragic consequences, and these programs ensure that young people are ready to learn when they enter the classroom.

Also, Mr. Speaker, students cannot learn when they are hungry. It is proven that those students who eat breakfast do better on tests, they are more well-behaved in school, and they miss less time from school than those who do not eat breakfast. We need to make sure every child starts the day off with a good meal.

My pilot Federal breakfast program, which is underway in five school districts across the Nation, is the first step toward a universal school breakfast program.

We must also make quality education accessible to all of our children. That means building new, modern schools that are welcoming to those with disabilities as well as to those without. That means making sure that no one is left behind.

In the high-tech global economy, however, those without a high-tech education, those without high-tech skills will be left behind. That is why we must make sure that minorities and women are encouraged to study math, science, technology, and engineering. Females make up slightly more than 50 percent of this country's population, but less than 30 percent of America's scientists are women.

My "Go Girl" bill will create a bold new workforce of energized young women in science, math and technology careers.

### GENERAL LEAVE

Ms. JACKSON-LEE of Texas. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on the subject of my special order tonight.

The SPEAKER pro tempore (Mr. SHIMKUS). Is there objection to the request of the gentleman from Texas?

There was no objection.

### EDUCATION IS KEY TO OPPORTUNITY, EQUALITY, AND SUCCESS

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Texas (Ms. JACKSON-LEE) is recognized for 5 minutes.

Ms. JACKSON-LEE of Texas. Mr. Speaker, I could not help but listen to the Members who have preceded me in discussing what I think is a universal issue, and that is to help our children in this Nation learn.

Education is the key to opportunity, the key to equality, the key to success. Unfortunately, we have failed in creating opportunities for excellence.

It is difficult for a country as powerful as America and Members of the United States Congress to be able to come to the floor of the House and admit, in some part, failure. That is why it is so very important for us to emphasize what needs to be done and to also emphasize that all cannot be done at the local level.

Education is national. It should be a national priority. And so, Mr. Speaker, I think it is vital that, before we leave this session, we focus on issues such as reducing class size so that our children can get individual tutoring and teaching and nurturing so that education is fun and education for them is a positive experience.

To do that, we must admit that our schools in America are crumbling and local jurisdictions cannot build all of the schools that are needed. Every one of us have schools in our community that have portable buildings, limited